

# Least Restrictive Environment for age 6-21: Indicator 5

**Measurement:** Percent of children with IEP's aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

## Calculation

### Regular Classroom with Modifications:

Percent = # of children with IEP's removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEP's times 100.

### Self-Contained

Percent = # of children with IEP's removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEP's times 100.

### Out of District

Percent = # of children with IEP's served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEP's times 100.

## Collection Method

Information is collected through SIMS utilizing the special education tab.

## Collection Dates

December 1 Child Count

## District Submission Date

Sign off sheet for December 1 Child Count

## Important Notes:

Information is publicly report for the State Performance Plan one year after data is collected. Example: 2006 Child Count is reported in March 2008.

**Strategies to Analyze LRE for 6-21 Data:**

- Conduct training workshops for special education personnel how to deal students with behavioral and emotional problems.
- Provide training opportunities for special education teachers in identified districts, along with all districts, on the process of the justification of placements and necessity of the Least Restrictive Environment.
- Provide training to staff on calculating and definitions dealing with the Least Restrictive Environments.
- Remember: Students with disabilities should be educated with nondisabled students to the maximum extent appropriate for the child.
- Create questions for staff to ask during the IEP team meeting to consider when determining the students LRE.
  - Are services required outside the classroom?
  - Can they make progress in general education setting?
  - What are the positive and negative consequences of having the child included or excluded from regular education classes?

**Resources and Improvement Activities**